



# **Local Plan Review Activity**

## **Section VI: Regionalized Services**

# **Community Advisory Committee Meeting**

**April 10, 2019**

**LaTanya Tolan, Specialist – Parent/Community Liaison, Division of Special Education**

In accordance with federal and state mandates, students in LAUSD are



- Identified
- Referred
- Assessed
- Provided appropriate programs and services based on assessed needs in the least restrictive environment as determined by their Individualized Education Program (IEP)

# Students who have disabilities related to

- Hearing impairment
- Hearing and visual impairments
- Speech or language impairment
- Visual impairment
- Orthopedic impairment
- Other health impairment
- Autism
- Intellectual Disability
- Emotional Disturbance
- Specific Learning Disability
- Traumatic Brain Injury
- Multiple Disabilities
- Established Medical Disability (ages 3-5)

# Division of Special Education goals include

- Strengthening efficiency and effectiveness of general education to provide appropriate academic and behavioral interventions, in order to prevent inappropriate identification of students;
- Educating students with disabilities in their least restrictive environment;
- Providing meaningful access to the core or alternate curriculum and increasing graduation and completion rates;
- Ensuring that as appropriate, students are exited from special education and reintegrated into general education.





## To reach these goals, the District provides the following



- Referral and assessment services;
- A continuum of programs and services;
- Related services;
- Transition services for children two years, 9 months with disabilities transitioning to preschool programs;
- Transition services for students with disabilities ages 14 and older;
- Classroom special education para-educators;

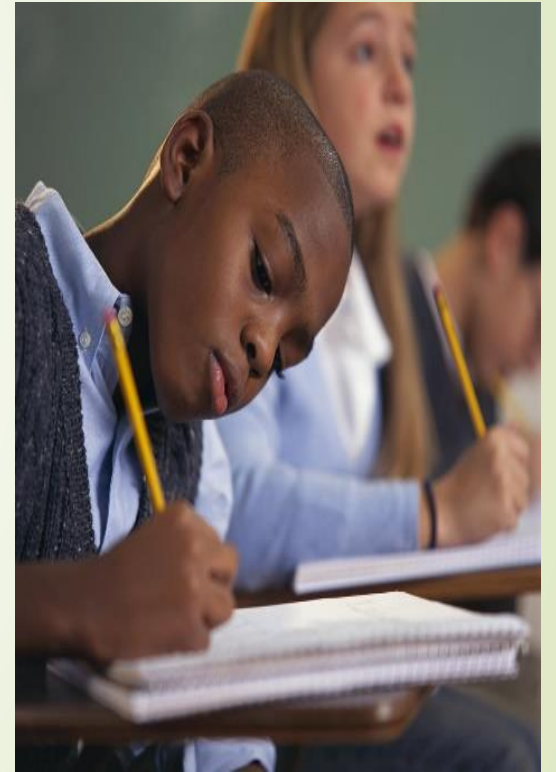
## As well as

- Extended school year for students with disabilities who have disabilities that are likely to continue indefinitely or for a prolonged period, show regression in skills during interruptions of education program, or have limited recoupment;
- Community involvement opportunities through CAC and partnerships with community agencies;
- Partnerships and cooperation with institutes of higher education to provide training of personnel and development of innovative programs.



# The SELPA ensures coordination of the following

- Special Education Local Plan Area (SELPA) and the implementation of the Local Plan
- Interagency agreements
- Services to medical facilities
- Services to licensed children's institutions and foster family homes
- Transportation services for children with disabilities





# The SELPA ensures that there is a coordinated system of the following



- Identification and assessment;
- Staff development and parent education;
- Curriculum development and alignment with the core curriculum;
- Data collection and management (including a web-based IEP data and service tracking system).



# The SELPA also ensures the following

- Preparation and transmission of required SELPA reports
- Assurances of full educational opportunity
- Fiscal administration and allocation of state and federal funds
- Instructional support that may be provided by Program Specialists



# Program Specialists



- Hold a valid special education credential, clinical services credential, health services credential, or school psychologist authorization
- Have advanced training and related experience in the education of individuals with disabilities
- Have specialized in-depth knowledge in early childhood education, career vocational development, or one or more areas of major disabling conditions

# Program Specialists

- Are assigned to Local District Special Education offices
- Provide technical support to special education programs and students with disabilities to ensure appropriate identification of students in need of special education support and services.



# Program Specialists



- Observe, consult with, and assist resource specialist program teachers, related services providers, and special and general education teachers;
- Plan programs, coordinate curricular resources, and support the development of effective programs for students with disabilities;
- Participate in staff development, program development, and innovation of special methods and approaches;
- Provide coordination, consultation, and program development;
- Assure that students with disabilities have full educational opportunity.